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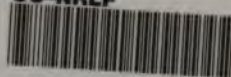
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ACKNOWLEDGMENTS

The inventory of habits which is here presented is the product of a coöperative enterprise, in which many workers in kindergarten-primary education have shared. Space forbids naming all those who have presented lists of habits which they have succeeded in forming in children, and those others who have had their pupils furnish us with lists of the good habits they are learning in school. Special thanks for compiling such lists, however, are due to the members of the courses in measurement for lower-primary grades which were conducted at Teachers College during the summer sessions of 1921 and 1922. We are also indebted to the members of the advanced courses in methods, for evaluating and extending the original lists.

To Miss Marie Schuster, supervisor of primary grades, Winchester, Virginia, Miss Margaret Hamilton, assistant principal of the Bryn Mawr School, Baltimore, Miss Jane Joslin, of the Goucher College Demonstration School, Miss Luella Palmer, director of kindergartens, New York City, Miss Frances Berry, supervisor of primary grades, Baltimore, and Professor Patty Hill, professor of education, Teachers College, we are directly indebted for the children's lists of good things learned in school. To Miss Helen A. Wesp, kindergarten supervisor, Anderson, Indiana, and to Miss Edith C. Rice, kindergarten supervisor, Pittsfield, Massachusetts, we owe the careful records of the habits formed by 322 kindergarten children during the winter of 1921-22.

The statistical analysis which the final compilation involved was largely the work of Miss Helen C. Clowes of the Training School for Teachers, Jamaica, N. Y., who has been in touch with every phase of the investigation from the outset and whose contribution to the inventory in its present form is very great.

The inspiration for this study was the Upton-Chassell Scale for Measuring the Habits of Good Citizenship,¹ and still more the emphasis laid by Professor Hill since 1915 on the importance of records of the behavior acquisitions of children. Our debt to these

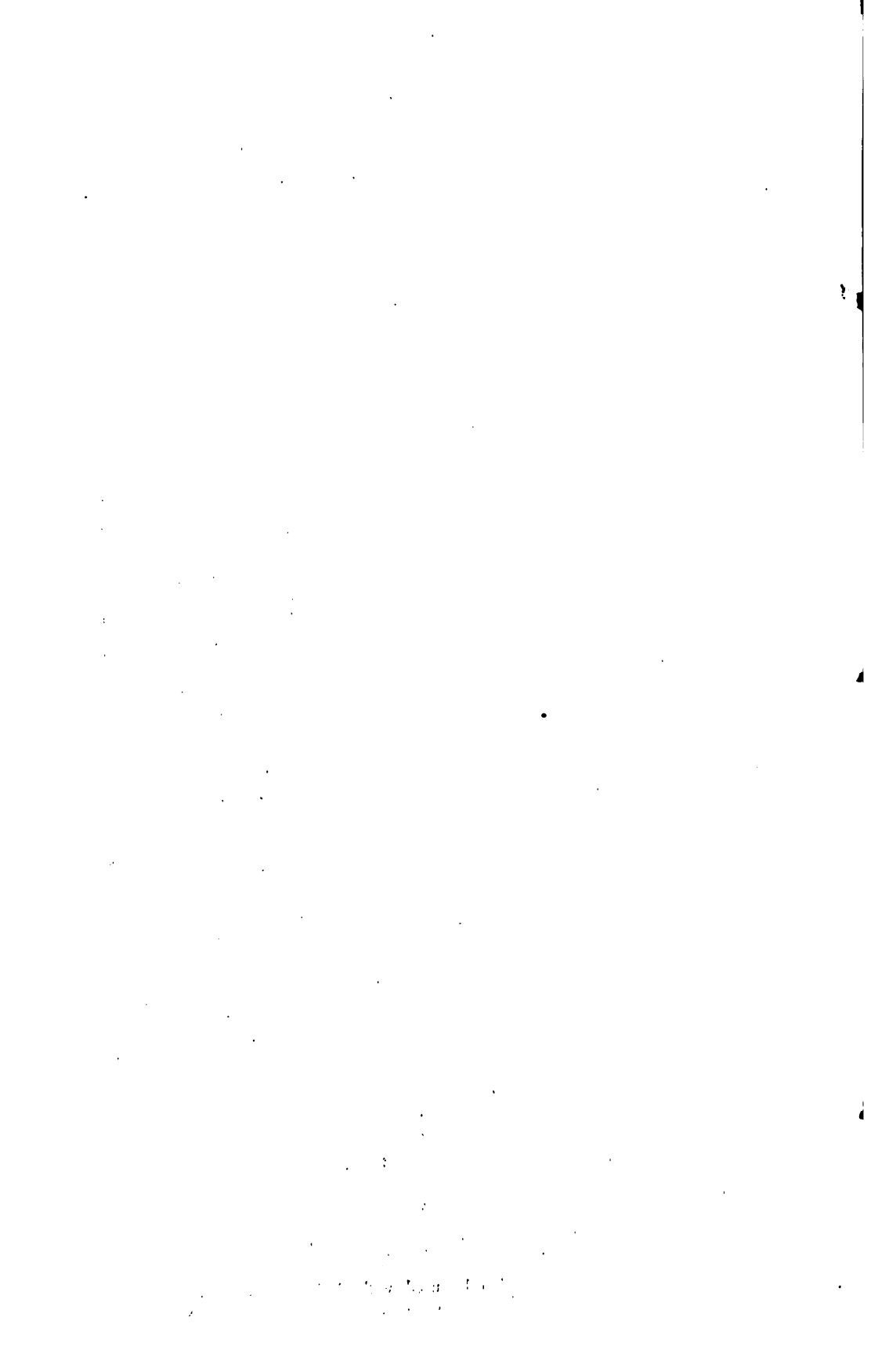
¹ Published in pamphlet form by the Bureau of Publications, Teachers College. See also the *TEACHERS COLLEGE RECORD*, Vol. XXIII, No. 1 (January, 1922).

workers is large. The fact that so many of the habits in this inventory overlap partially or wholly habits found in the Upton-Chassell Scale shows the extent of our indebtedness and corroborates the merit of their list, though our own was derived in a different manner. Of the 124 habits appearing in their revised chart, 35 are implied by our inventory, but of these 16 are materially altered to adapt them to children in the kindergarten and first grade. The extent of difference between our list of habits and the Upton-Chassell Scale is due to the fact that our inventory is intended for younger children; the identity between them can be attributed to the necessity for stressing certain attitudes continuously throughout the elementary school.

AGNES L. ROGERS

RECORD SHEET FOR.....HABITS

Pupil's Name
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A TENTATIVE INVENTORY OF HABITS

TO BE FORMED BY KINDERGARTEN AND FIRST-GRADE CHILDREN

PURPOSE OF THE INVENTORY

The uses to which an inventory of desirable habits may be put are several, but the main reason for making a compendium of conduct for children in the kindergarten and first grade is that those who are responsible for their development may have a guide for teaching which will provide specific objectives attainable by five- and six-year-olds. In the past it has been customary to provide teachers in the elementary school with one tool of great value in their work—the course of study, in which the subject-matter to be covered is presented. However useful this instrument may be, it has nevertheless been insufficient, as we have considerable evidence that many children have mastered subject-matter and yet failed to acquire the most important educational desiderata. It has been emphasized by Dewey and others that pupils frequently learn to read and count without acquiring any liking for these pursuits, and that it is not unusual for skill in writing and drawing to be attained, while teachers, learning, and schools are held in contempt. Indeed it is only too common that goals such as reading and writing are achieved, while the habits and attitudes which are the very essence of a good education remain lacking.

The importance of forming right habits and attitudes has been widely recognized by kindergarten teachers, probably because in the case of the kindergarten a course of study on which all are agreed is not available. Under the circumstances it was natural that attention should be concentrated on children and their needs rather than on subject-matter. In any case child-building has been more carefully studied and deliberately aimed at in the kindergarten than in higher grades. A marked impetus was given to this tendency by the Hill Records which induced hundreds of teachers to mark carefully the behavior of five-year-olds and consequently to evaluate their activities and to note which led on to goals universally recognized by educators to be important.

To-day it is apparent that teachers in general would benefit by another type of program than the typical course of study. They require a restatement of their task in terms of the changes in intellect, character, and skill to be effected in their pupils. This program would supplement and not supplant existing courses of study. Those habits and attitudes essential to successful living, and desirable for their own sake would thereby be stressed as the main objectives of education.

Such a restatement is peculiarly necessary at the present time since as a result of the construction of standardized tests and scales for the measurement of subject-matter performances, greater emphasis is inevitably being laid on the products of education rather than on the processes which are its essence. The very fact that we can measure habits, attitudes, and ideals only indirectly makes it the more urgent that the teacher should have in mind their primacy. If standardized tests and scales are to be a blessing and not a bane, there must be some corrective for the natural impulse to work for results in subject-matter rather than for the more permanent and essential elements of a real education.

For purposes of inventory, habits and attitudes can be conveniently classified under the five captions, health habits, personal habits, social-moral habits, intellectual habits, and motor habits. The inventory presented in this pamphlet is intended to furnish such a compendium for children in the kindergarten and first grade.

To procure as objective and reliable a list as possible recourse was had to what seemed the most satisfactory sources. During the summer session of 1921 ninety teachers and supervisors of kindergarten and primary grades in the measurement courses for these grades at Teachers College made independent lists of habits which they had actually formed in children. Similar lists were made by twenty teachers and supervisors of kindergarten and primary grades attending advanced courses in methods during the winter session of 1921-1922, and by fifty teachers taking courses in measurement in lower-primary education during the summer session of 1922. These lists in themselves furnished a first basis for evaluating the habits. Habits listed by many persons are obviously more important for inclusion in an inventory than habits listed by only a few. The percentage of the groups naming each habit was determined.

The habits were also appraised by a group of twenty-five judges,

who made their estimate of each, from the standpoint of its inclusion in our inventory, with the following principles in mind. First, the habits and attitudes which are essential to successful living in a broad sense were to be given high value. Second, only those habits which could be verified as present and controlled by the teacher were to be estimated highly. (For example, the habit of sleeping for twelve hours out of the twenty-four is important for the child of five or six, and its establishment indirectly affects the other forms of learning for which the teacher is directly responsible.) If a pupil is not having sufficient sleep, his ability to learn in general is decreased. Nevertheless this habit is not included in our inventory for teachers, because it is impossible for them to control its acquisition directly. Parents must accept full responsibility for its formation in the child of five or six, and it is accordingly placed in a list made for their guidance, given on page 19, which it is expected they will use together with the teachers' inventory. Habits which the teacher could not check up were considered inappropriate for our purpose and rejected. Again, only habits relevant to a school community were retained. Thus, there are unquestionably some habits which are valuable which have not been included in the inventory for teachers, but it was our opinion that these would merely have added to the length without increasing the strength of our list. Third, only habits and attitudes which were judged to be natural for children of five and six were considered. Many worthy habits were rejected because the majority of the judges held that it was unlikely that children of those ages would form them even under favorable circumstances. It was our aim to secure a list so limited in length that it would be a help rather than an additional burden to the busy teacher. Thus we excluded such habits as "Is painstaking in directing strangers" in favor of more elementary and natural habits for young children. Wherever it was practicable preference was given to the more specific and objective description of the particular end to be attained and to positive rather than negative phrasing of habits. In this manner the inventory in its initial form was constructed.

Records were kept of the acquisition of the habits in this first inventory for 322 kindergarten children in several communities during the academic year 1921-22. These records provided a check on the judgments made by teachers as to the appropriateness of the

habits for children of five and six. A further check was derived from an extensive inquiry made of children themselves as to the good things they were learning in school. The investigation included children whose ages ranged from three and a half to eleven years. The older pupils who could write made their own independent lists as a class exercise. The younger children were either questioned individually by their teacher, or a stenographic report was made of a class discussion on the topic, "What good things have you learned in school?" Records were obtained from all the children in the primary grades of the public schools of Winchester, Virginia, from the kindergarten through the fourth grade of the Bryn Mawr School, Baltimore, from the kindergarten of the Goucher College Demonstration School, from the pre-kindergarten through the first grade of the Horace Mann School, New York City, from the kindergarten and primary grades of many public schools of New York City, and from the kindergarten and primary grades of public schools in Baltimore.

The habits named by pupils in answer to this inquiry not only afforded a valuable additional check on our lists, but also showed that children are conscious of specific aims in conduct to be attained. They likewise showed what different teachers were emphasizing in conduct and character-forming, and revealed class-room conditions in a new light. In selecting habits from the lists furnished by children for the inventory in its present revised form, account was taken only of the habits listed by pupils from four to eight years old. Of these we had 1857 cases. In our final selection we attached much weight to the frequency of occurrence of the habit in the children's lists since there could be no question as to the naturalness of the habit in these cases and as to its possible acquisition and importance. As a result certain new habits from the children's lists were added to our inventory. The children's lists were helpful too in our final phrasing of the habits, as in general it was found that their wording was more terse and less ambiguous than that of teachers. The inventory in its present form was therefore based on the following procedure.

1. A first habit inventory was compiled from independent lists of habits actually found in children by ninety teachers and supervisors in the kindergarten and first grade. These teachers were members of courses in measurement for lower-primary education

during the summer session of 1921 at Teachers College. The percentage of the group naming each habit was calculated and thus a first evaluation of the significance of the habits obtained. Percentages ranged from one to sixty-two. Each of the habits was then evaluated by twenty-five judges who were specialists in lower-primary grades with the following principles in view: (1) Its importance from the standpoint of a school community; (2) The possibility of the teacher controlling it and verifying its presence; and (3) Its naturalness and appropriateness for children of five and six. The inventory in this first form was mimeographed and distributed for preliminary trial in August, 1921.

2. During the winter session of 1921-22, twenty members of an advanced practicum in kindergarten-primary methods again evaluated the habits and added ten new habits, which they held to be sufficiently important for inclusion.
3. Fifty teachers and supervisors in lower-primary grades who were members of the courses in measurement in that field during the summer session of 1922 at Teachers College made independent lists of habits which they had succeeded in forming in children of ages five and six. These new lists served as a useful check on our first habit inventory. The most striking feature was their substantial corroboration of our original inventory together with the marked increase in the numbers listing the habits in our lists. The emphasis placed on habit-forming during the past year has already borne fruit; teachers apparently are definitely striving to achieve these ends to a greater extent than before. Certain additional habits were included from these new lists.
4. A second habit inventory was constructed in the summer session of 1922 by combining the results of these several evaluations with new information obtained from the records kept of the habits listed in the original inventory which had been acquired by 322 kindergarten children in the course of the winter of the year 1921-22; and with additional facts furnished by lists of habits made independently by 1857 children in pre-kindergarten, kindergarten, first, and second grades. This revised inventory was evaluated by nine specialists in this field with a view to

selecting the minimum number of essential habits, in order to reduce the inventory to a reasonable length. The inventory of habits which is given on pp. 14-18 represents this new form. Although it is based on considerable experimental work, it is still merely tentative and it is issued with a view to further verification and criticism. The coöperation of those using it is desired. Records should be sent to Dr. Agnes L. Rogers, Goucher College, Baltimore, Maryland.

HOW TO USE THE INVENTORY IN ITS PRESENT FORM

The inventory in its present form, given on pages 14-18, represents an excellent specification of work to be done in character-forming for children in the kindergarten and first grade, which should aid the teacher appreciably. The aim of the present publication, however, is also to acquire further information with regard to habit formation in children, and in particular to ascertain when children do acquire these behavior responses. It would be of service to the beginning teacher, for instance, to know in advance the typical attainment of the five-year-old on entering school, and what habits the average child can be expected to have after four, eight, or twelve weeks in school. To set forth for the guidance of teachers the actual attainments of representative groups of children would facilitate the teacher's task, since such a program would incite her to provide pupils with such opportunities as would evoke the desired conduct, and to furnish them with sufficient exercise to establish such responses permanently.

We aim, therefore, at discovering how long, on the average, a child must be in school before a certain habit is established, and thereby to derive minimum standards for children of several mental age levels. For this purpose record sheets accompany this publication, on which it is intended that the teacher should write opposite the number of each habit and beneath the name of a given child the number of weeks of schooling the child has had before the habit has been acquired.

Certain difficulties will at once occur to the reader and we shall endeavor to forestall these. First it should be understood that after this investigation is completed and the order of formation of these habits is ascertained, it is planned to have a limited inventory

for shorter periods. For example, it may prove best to have a short list of habits for the month of September, another for the month of October, and so on for each separate month. These lists would contain few habits comparatively. The present formidable array of habits is only temporary.

Meantime, as we are ignorant of the typical order of formation, it is hoped that teachers using the habit inventory will concentrate attention at first on the habits it seems to them advisable to form early in the school year. The habits under each caption are arranged so that habits obviously akin are grouped together. The complete list of habits should first be carefully studied before any recording is done, in order that the appearance in a child of any habit which the teacher does not happen to be stressing at that time should not be overlooked.

It may be asked how can any one know when a habit is properly established. We suggest two good working methods for this which we have ourselves tried quite successfully. First, for some habits it is most convenient to note the transgressions that occur. If for a week, or five consecutive school days no transgressions have been observed we can safely assume that the habit is acquired. Of course rare transgressions may occur under exceptional circumstances in children as in adults, but these are not significant. Thus if a pupil in the course of a week does not fail to select a suitable chair and sit in it correctly, we can be reasonably certain that the habit is established. For other habits it is preferable to observe positive occurrences. If for instance in the course of a week the teacher observes that a child on three different occasions finds useful occupations when others are completed she can be fairly certain that this habit is formed in the pupil.

If it is objected that there might be no opportunity under classroom conditions for the pupil to demonstrate that he has formed the habit, we would suggest that this indicates the need for changing the schoolroom situation, as these habits and attitudes are so fundamental that ample opportunity for their exercise ought to be provided. It is true that the correct use of a handkerchief is more easily trained when colds are rife, but the fact that 69 per cent of a group of ninety workers in lower-primary education included this habit in their lists shows that opportunity to develop it is not lacking.

HOW TO USE THE RECORD SHEETS

The steps in the use of the five Record Sheets¹ which accompany this publication are as follows:

1. At the top of each Record Sheet write in the name of the particular habit list to be used, namely Health, Personal, Social-Moral, Intellectual or Motor as the case may be.
2. Write in the names of the pupils, boys and girls separately, in alphabetical order with their chronological ages and mental ages (wherever possible) in the columns provided on each separate sheet.
3. Once a week record the new habits attained by your pupils in the following way. Consider one habit at a time and decide which children have acquired it. Then opposite the number of the habit and below the pupils' names record the number of weeks each child who has just formed it has actually attended school. For example, if it is November 10, 1922, and during that school week, namely November 6 to 10, a child has never failed to choose a chair suited to his needs, whereas in previous weeks he had always transgressed one or more times, and if further he has attended from September 11 with only five days' absence, under his name opposite habit number 12 in the Record Sheet for Health Habits write 7, which represents the amount of actual schooling in weeks he has had prior to this last week in which there have been no transgressions observed. An easy way to determine the number of weeks of schooling is to find first the number of days the pupil has been present. Divide this number by five. If the answer gives a fraction, add 1 where this fraction is greater than $\frac{1}{2}$, otherwise neglect it.

If a child has a habit already formed on entering school, zero should be entered under the child's name opposite the habit. If the teacher thinks important habits have been omitted from our inventory, she should add them to the appropriate lists and keep records of them as of the other habits.

It will be a simple matter for the teacher to compare the achievements of pupils by adding the total number of habits formed in

¹ If additional Record Sheets are required, they may be obtained for 15 cents per package from the Bureau of Publications, Teachers College, 525 West 120th Street, New York City. Each package contains 10 Record Sheets.

the course of the year, or for shorter periods. Only by a painstaking analysis and description of specific objectives will the education of children advance and improve. The habit inventory is one step in the direction of providing such definite goals for the teacher's endeavor along lines which are insufficiently emphasized at all levels of educational effort. Much of the aid which psychology was expected to give has failed to lead to marked improvement in teaching, because though aware of the laws of efficient learning, teachers lacked a clear idea of what precise mental changes were to be made in their pupils. Plain definition of specific goals and clear statement of attainable standards for normal children will lead to fairer results; and, in addition, an aspect of education which is apt to be obscured will obtain due recognition.

AN EASY METHOD OF SCORING

It will be noted that the spacing of the horizontal lines on the Record Sheets is exactly the same as the spacing in the Habit Lists given on pp. 14-18; this affords a mechanical convenience for carrying out the actual scoring. If it is desired, for example, to make a record of the acquisition of the Health Habits given on p. 14, lay the Record Sheet at the right side of the list of Health Habits, so adjusting its position that the black horizontal lines of the two sheets coincide, making certain that the numbers at the left margin of the Record Sheet are exactly opposite those at the left margin of the list of Health Habits. Write on the Record Sheet, in the square under each pupil's name and opposite each habit, the number representing the weeks the pupil has been in school before acquiring the particular habit.

HEALTH HABITS

-
- 1 Comes to school clean.
 - 2 Washes hands before eating.
 - 3 Takes care of finger nails.
 - 4 Uses tooth brush properly.
 - 5 Keeps fingers and materials away from mouth, nose, and ears.
 - 6 Uses handkerchief properly.
 - 7 Covers mouth when sneezing or coughing.
 - 8 Makes a proper use of drinking apparatus.
 - 9 Does not handle unnecessarily his own food or that of others.
 - 10 Does not bring candy to school.
 - 11 Observes rest period.
 - 12 Selects a suitable chair and sits in it correctly.
 - 13 Holds body in erect position when standing.
 - 14 Holds handwork or book in a correct position.
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PERSONAL HABITS

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- 1 Comes to school on time.
 - 2 Responds instantly to signals.
 - 3 Obeys the teacher or any one in authority.
 - 4 Eats with mouth shut.
 - 5 Takes mouthfuls of suitable size.
 - 6 Does not talk with mouth full when eating.
 - 7 Lets few crumbs fall when eating.
 - 8 Keeps floor clean.
 - 9 Puts away materials.
 - 10 Keeps desk, toys, shelves and lockers in order.
 - 11 Does not waste materials.
 - 12 Closes doors and moves furniture quietly.
 - 13 Reports broken toys immediately.
 - 14 Tells the truth.
 - 15 Is careful with books.
 - 16 Values and takes care of things he has made.
 - 17 Does not give up easily.
 - 18 Salutes when the flag is presented.
 - 19 Stands when the national anthem is sung.
 - 20 Is reverent at prayer.
 - 21
 - 22
-

SOCIAL-MORAL HABITS

- 1** Is polite in entering or leaving rooms or in passing people.
- 2** Says, "Please-thank-you-excuse me-good-morning-good-bye."
- 3** Keeps hands off other people.
- 4** Is friendly toward other children.
- 5** Does not tattle.
- 6** Waits for his turn.
- 7** Does not take the best for himself.
- 8** Is willing to share school materials and his own possessions.
- 9** Does not say or do anything to annoy others.
- 10** Shows kindness to those who are younger or weaker.
- 11** Plays fair and works fair.
- 12** Allows the child who first obtains a toy to keep it.
- 13** Does not take anything that belongs to another child.
- 14** Gives back things lost to owner.
- 15** Does not quarrel.
- 16** Settles difficulties without appealing to the teacher.
- 17** Does not interrupt others needlessly.
- 18** Lets one child talk at a time.
- 19** Obeys the rules of the group.
- 20** Is willing to take part in group activities.
- 21** Is good-natured under trying circumstances, e.g., when he cannot have his own way, or when he loses his possessions.
- 22** Takes responsibility for class management assigned by teacher to pupils.

INTELLECTUAL HABITS

- 1 Comprehends when first addressed.
- 2 Performs errands satisfactorily.
- 3 Dramatizes a simple story.
- 4 Narrates a simple story.
- 5 Enjoys humorous situations.
- 6 Avoids ungrammatical forms of English like "it ain't."
- 7 Listens attentively to nursery rhymes and stories.
- 8 Asks for help only when necessary.
- 9 Helps to make usable rules.
- 10 Finds useful occupations when others are completed.
- 11 Uses good judgment in selection of materials.
- 12 Concentrates on his work.
- 13 Can see defects in his work and strives to improve it.
- 14 Plans in advance the steps he must take to carry out his project.
- 15 Holds his project in mind until it is completed.
- 16 Appreciates success with school work.
- 17
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- 22

MOTOR SKILLS

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- 1 Puts wraps and rubbers in the proper place.
 - 2 Puts on and removes wraps quickly.
 - 3 Takes off and puts on his own rubbers.
 - 4 Keeps in line.
 - 5 Uses feet alternately in going up and down stairs.
 - 6 Performs physical activities such as skipping, galloping, hopping, running, marching, dancing.
 - 7 Carries liquids carefully.
 - 8 Ties shoe strings, sashes, ribbons, etc.
 - 9 Handles crayon, paint-brush and pencil properly.
 - 10 Uses needle and scissors.
 - 11 Can use spade, shovel, fork, trowel, rake, hoe.
 - 12 Can hammer, saw, plane, use brace and bit and knife.
 - 13 Counts children, chairs, etc.
 - 14 Taps to music.
 - 15 Carries a tune.
 - 16 Sings softly.
 - 17 Does not use baby talk.
 - 18 Articulates clearly.
 - 19 Uses a pleasing voice.
 - 20 Arranges flowers well.
 - 21 Uses ruler and other measuring instruments, e.g., scales and liquid measure.
 - 22
-

LIST OF HABITS TO BE ESTABLISHED IN FIVE-
AND SIX-YEAR-OLDS BY PARENTS

This list is not to be reported by teachers.

1. Sleeps twelve hours every night with open window.
2. Bathes regularly.
3. Uses individual towel.
4. Wears proper clothing, removing day clothes and wearing night clothes at night.
5. Uses toilet properly.
6. Washes hands after going to toilet.
7. Eats only at meals.
8. Drinks the proper quantity of milk and water daily.
9. Eats some fruit and vegetables every day.
10. Does not eat too much candy.
11. Uses money given him to buy lunch in the right way.
12. Plays part of every day out of doors.
13. Dresses and undresses himself morning and night.
14. Avoids getting wet, wears rubbers, and removes damp clothing
15. Shows no fear of animals, storms or darkness.
16. Goes directly home from school.
17. Comes to school regularly.
18. Is careful in crossing streets, boarding cars.
19. Carries out directions of school nurse, doctor and teacher.
20. Does not take or destroy the property of others.
21. Does not go too often to moving pictures.

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